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ABSTRACT

The Career and Life Management Program was prescribed within the Secondary Education in Alberta policy statement as a core course for senior high school students to provide students with opportunities to develop and practice communicating and thinking skills in situations that will help them to build confidence in their ability to cope with the stress of growing up and living within a rapidly changing society. This document provides an interim curriculum guide for the course. It discusses the course rationale, goals, and objectives, and lists essential concepts, skills, and attitudes. Ways to meet developmental needs of students and address sensitive or controversial issues are considered, as it the importance of school-family-community partnerships. The curriculum organization is described, including the core curriculum, optional curriculum, and curriculum structure. An overview of themes of the course is given and modules for the five basic themes are provided: (1) self-management; (2) well-being; (3) relationships; (4) careers and the world of work; and (5) independent living. Five optional modules are included which deal with human sexuality, dealing with crises, entrepreneurship, consumer and investment choices, and cultural bridges. Approved resources are listed for both the core and optional modules. Appendices describe the course's relationship to other courses and give the department of education's policy on controversial issues in the classroom. (NB)

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Senior High School

CURRICULUM GUIDE

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Career and Life Management 20

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CAREER AND LIFE MANAGEMENT

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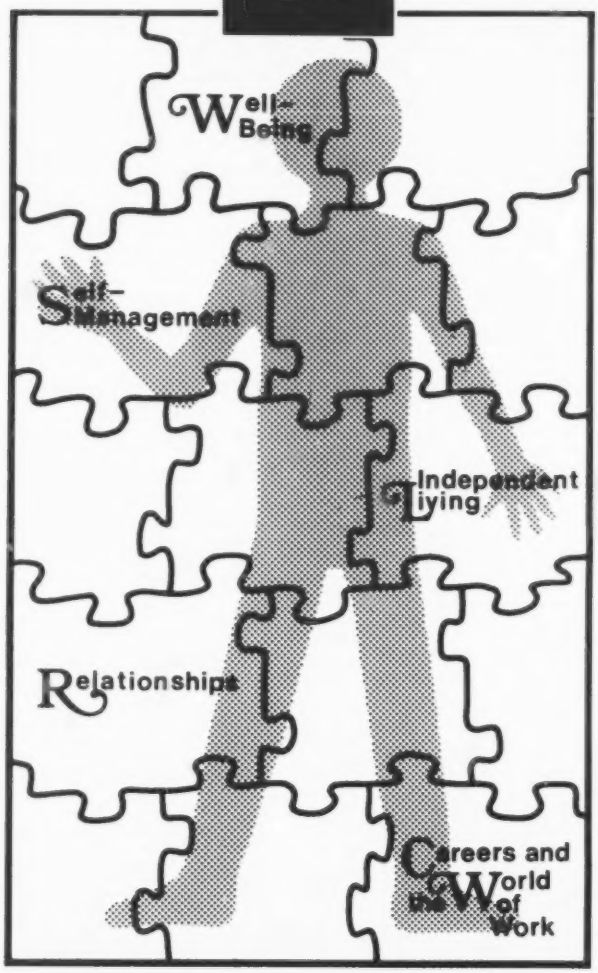

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TABLE OF CONTENTS

	Page
Acknowledgements	iv
PROGRAM INTRODUCTION	1
Rationale, Goals, Objectives	3
Essential Concepts, Skills and Attitudes	4
Meeting Developmental Needs of Senior High Students	5
Sensitive or Controversial Issues	5
School-Family-Community Partnerships	5
Curriculum Organization	6
Core Curriculum	6
Optional Curriculum	6
Curriculum Structure	7
Program Planning	8
Instructional Approach: Process	10
Assessing Student Achievement	12
Developing Desirable Personal Characteristics	13
THEMES	15
Overview	16
A: Self-Management	17
B: Well-Being	21
C: Relationships	25
D: Careers and the World of Work	29
E: Independent Living	33
OPTIONAL MODULES	37
Overview	38
Module 1: Human Sexuality	39
2: Dealing with Crises	43
3: Entrepreneurship	45
4: Consumer and Investment Choices	47
5: Cultural Bridges	51
APPROVED RESOURCES	55
Core	57
Optional	58
APPENDICES	61
A. Relationship to Other Courses	63
B. Department of Education Policy Re: Controversial Issues in the Classroom	66

NOTE

This publication is a service document. The advice and direction offered is suggestive except where it duplicates or paraphrases the content of the Program of Studies. In these instances, the content is printed in the same manner as this notice so that the reader may readily identify all prescriptive statements or segments of the document.

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PROGRAM INTRODUCTION

CAREER AND LIFE MANAGEMENT

The Career and Life Management Curriculum will provide a means of challenging young people to acquire the skills and information necessary to shape their own lives and to contribute constructively to society.

RATIONALE

Career and Life Management was prescribed within the *Secondary Education in Alberta* Policy Statement (June 1985) as a core course for senior high school students.

There has been a growing recognition that many of our young people are ill-prepared to cope with the ever accelerating rate of change in our social, economic and physical world, with no indication that this fast pace will decrease. This high rate of change emphasizes the need for self-management skills — the ability to organize and shape one's life occupationally, financially, and socially.

The basis for building students' commitment to management as a lifelong strategy is the assurance that the learning experiences in which they are involved are relevant, meaningful, and appropriate to their cognitive, affective and psychomotor developmental stage.

The Career and Life Management Program will provide all senior high school students with opportunities to develop and practise communicating and thinking skills in situations that will help them to build confidence in their ability to cope with the stress of growing up and living within a rapidly changing society.

It is crucial for the individual to develop and to apply the necessary knowledge and skills to deal with a wide variety of issues and situations that will be encountered throughout life. As well, it is important to be able to marshall all available resources in order to shape the future.

Students will have the opportunity to:

- realistically set and plan for personal goals
- assess and consider their own abilities
- determine how their personal characteristics affect their learning and decision-making processes
- test their ideas and current expectations in a non-judgmental and safe environment.

GOALS

By developing thinking and communicating skills and learning how to deal with feelings, students will appreciate and understand how careers, relationships, health and finance affect their lives. This will provide a basis for building self-management skills and improving relationships with others. Through an increased awareness of self the individual will be able to contribute more positively to the well-being of others.

Within each theme the student will:

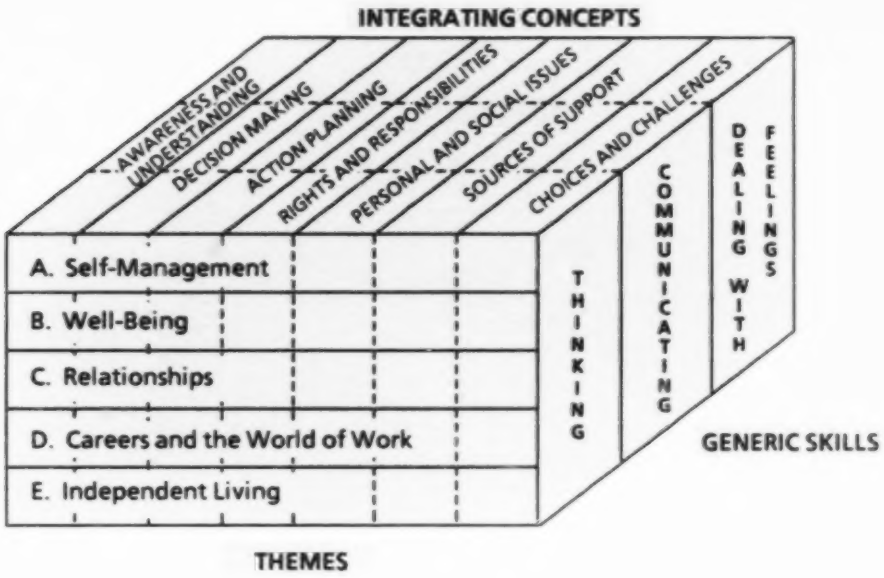
- develop awareness and understanding
- develop and apply decision-making skills
- develop and apply action-planning skills
- identify rights and exercise responsibilities
- explore and respond to personal and social issues
- identify sources of support
- respond to choices and challenges.

OBJECTIVES

The student:

1. develops a positive self-concept and an understanding of personal interests, values, aptitudes and abilities
2. promotes independent personal management by developing the ability to make choices and accept challenges that take into account significant others, values, responsibilities and resources
3. develops an awareness of health as a resource for everyday living: that health maintenance contributes to achieving control over and improvement of personal well-being; to the process of realizing goals and satisfying needs, and to coping with changes in the environment
4. develops knowledge about career options and determines personal career strategies
5. develops an awareness of the relationship between and among personal economics, lifestyle and occupational planning
6. develops the ability to apply effective thinking and communication skills in order to function well in society.

The generic skills and integrating concepts outlined in the **GOALS** and **OBJECTIVES** statements are addressed within each theme.



ESSENTIAL CONCEPTS, SKILLS AND ATTITUDES

The Career and Life Management Program explicitly develops and reinforces components of the catalogue of essential concepts, skills and attitudes.

Specifically, CALM curriculum objectives and learning expectations will develop the concepts, skills and attitudes from the following sections of the catalogue:

- Self-Concept/Lifestyle
- Interpersonal Relations
- Critical and Creative Thinking - Communication
- Lifelong Learning
- Career Exploration
- Consumer/Producer.

The curriculum objectives, learning objectives and recommended instructional strategies will reinforce the concepts, skills and attitudes from the following sections of the catalogue:

- Science/Mathematics
- Citizenship
- Global/Environmental.

The Teacher Resource Manual provides a more detailed curriculum correlation with the essential concepts, skills and attitudes.

MEETING DEVELOPMENTAL NEEDS OF SENIOR HIGH STUDENTS

The senior high school student can be characterized in general terms as having the following characteristics. It should be noted that general characteristics must be interpreted in the light of individual maturity and needs.

1. **Physical Domain**

   Development of strength, endurance, and coordination are complete, although skeletal growth may continue, particularly in males.

   Most boys and almost all girls have attained secondary sexual development.

2. **Cognitive Domain**

   Students move between concrete operations and formal operations. They move from simple reasoning toward the ability to:

   - assess possibilities and reason by hypotheses
   - combine and synthesize operations
   - coordinate complex sources of information or logical rules
   - project into future or past while maintaining relevance of present experience
   - examine, analyze and reflect on the intricacies of operational systems.

3. **Affective Domain**

   Students seek to establish a sense of identity -- personal, ethnic, career.

   Students become more realistic in self-assessment.

   Feelings of independence and autonomy develop.

   Students begin to gain equilibrium and confidence in motives.

   While peer relations remain strong, students develop specific and deep friendships.

   Students gain sensitivity to the needs of others.

   Interactions with members of the other sex become significant.

   Moral development can vary considerably. Students are concerned about defining their own values and principles.

SENSITIVE OR CONTROVERSIAL ISSUES

Because this program encourages students to focus on how they see themselves, how they cope with life's challenges and how they relate to others, sensitive or controversial issues may well arise. It must be remembered that many students are deeply concerned with selected issues at this stage in their lives.

Before course implementation, teachers, school and school system administrators should establish a procedure to deal with such matters. A foundation for these procedures is provided in the Department of Education Policy, Controversial Issues in the Classroom (see Appendix B).

SCHOOL–FAMILY–COMMUNITY PARTNERSHIPS

CALM will benefit from the involvement and support of the family and community. The individual's self-concept, value systems, and relationships are influenced by the home, the community and the school. In our changing society, the family structure now takes many forms, and the relationship of the individual within the community continues to evolve. As these changes to the family and society directly affect the student, appropriate involvement of family members or community representatives will provide valuable resource support. The potential role of the family, government agencies and the community are further outlined in the Teacher Resource Manual.

CURRICULUM ORGANIZATION

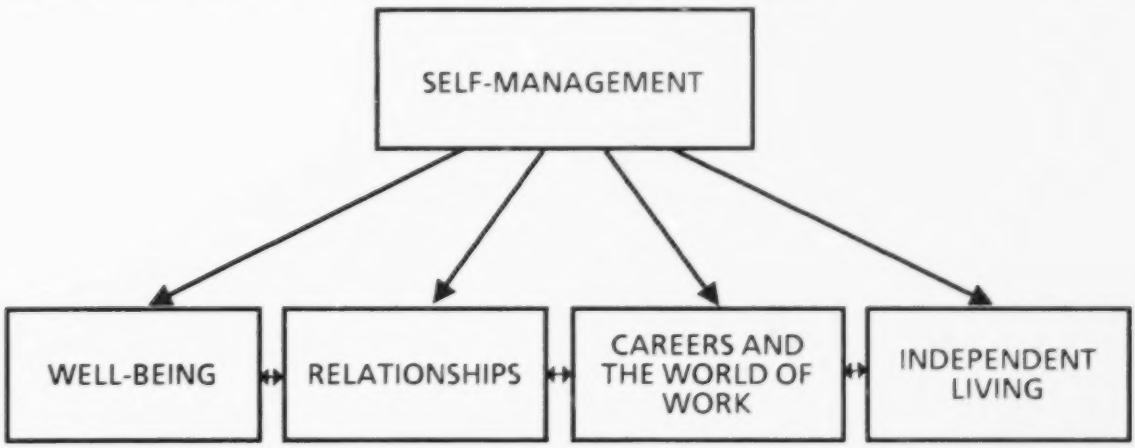
Career and Life Management 20 may be offered for three, four, or five credits. The course code is 2416. The program is organized into two sections:

- core
- optional

The 3-credit core course will be a graduation requirement for the General and Advanced Diplomas and the Certificate of Achievement. This requirement will have impact on students entering Grade 10 in September 1988. Schools may also offer Career and Life Management 20 for four or five credits by adding one optional module (Total = four credits) or two optional modules (Total = five credits) to the 3-credit core course.

CORE CURRICULUM

The core curriculum is organized into five required, interrelated themes.



OPTIONAL CURRICULUM

Five optional modules have been developed to extend the course to four or five credits. Teachers may choose one or two modules from these five options:

1. Human Sexuality
2. Dealing with Crises
3. Entrepreneurship
4. Consumer and Investment Choices
5. Cultural Bridges.

These modules allow schools to provide more in-depth study of topics introduced in the 3-credit curriculum. Each module is designed as 25 hours (one credit) of instruction. Modules 3 and 4 are suitable for independent study. All modules are designed to be integrated within the core curriculum. Schools could select modules which are particularly relevant to their students, teaching expertise and resource support. Module 1: Human Sexuality requires approval of the school board. Parents may withdraw students by indicating in writing their wish to do so.

CURRICULUM STRUCTURE

The five themes of the core curriculum are to be covered.

Each theme and each optional module includes:

- a statement of rationale
- objectives
- sub-themes
- learning expectations
- learning processes.

Learning expectations, sub-themes and themes may be sequenced at the discretion of the teacher. Two or more learning expectations can be effectively combined to reinforce the interrelationship of the themes and the interdependence of the concepts.

The learning process (recommended level of thinking skill or strategy) is defined for each learning expectation. These learning processes are explained in more detail in "Instructional Approach" on page 10.

REQUIRED-ELECTIVE FORMAT

The learning expectations within the Career and Life Management Program are designated as required or elective.

Required

The REQUIRED learning expectations identify the knowledge, skills and attitudes that all students should acquire. The majority of the learning expectations (90%) are defined as required.

Elective

It is recognized that each student will bring a wide range of background knowledge and skill to the course -- a result of prior study, level of maturity, family background or personal experience. Therefore, some students will need ENRICHMENT if, upon entering the course, they have already reached the designated level of competency, while other students will need REMEDIATION if they have limited background or difficulty with the concept.

The ELECTIVE learning expectations will allow teachers to provide enrichment extension or remediation experiences. The elective component is addressed in two ways:

1. learning expectations designated as elective are topics which students may have addressed in previous study
2. undefined or "elective" time may be applied as appropriate to the themes and sub-themes.

CHOICES AND CHALLENGES

Each theme and module concludes with a unit called "Choices and Challenges".

This sub-theme allows students to identify and make personal plans for the choices and challenges that relate to the theme's objectives. In Choices and Challenges students should:

1. reflect on previous choices (decisions)
2. reassess their strengths, talents and aptitudes
3. define one or more challenge(s) they presently face (or may face in the future)
4. prepare a plan of action to deal with the defined challenge(s).

As life involves a series of challenges which require individuals to make choices (decisions) each day, the nature of these challenges and the resources that can be accessed change as the individual moves through life.

It is recommended that, in general, students direct their skills and knowledge to meet challenges that are important to them at this time. This should be particularly emphasized during study of the themes covered early in the course. As the course progresses, the challenges identified should gradually become long-term challenges and the action plans should become more sophisticated. This will provide an opportunity for students to consolidate and reinforce topics which have been dealt with in earlier themes.

PROGRAM PLANNING

CORE CURRICULUM

Themes, sub-themes and learning expectations may be sequenced at the teacher's discretion. Minimum time allocations are recommended for each theme and sub-theme to ensure that students address each of the key elements of the curriculum and recognize the interrelationship and interdependence of the topics. The following minimum time allocations are designated for each theme, based on a 3-credit course time allotment of 62 hours.

3-Credit Course

Theme A:	Self-Management	9 hours
Theme B:	Well-Being	9 hours
Theme C:	Relationships	10 hours
Theme D:	Careers and the World of Work	11 hours
Theme E:	Independent Living	12 hours
Defined (Required) Time		51 hours
Undefined (Elective) Time		11 hours
Total		62 hours

Alternative 1: (see page 9)

The undefined time allows teachers an opportunity to spend more time on a sub-theme or learning expectation in order to meet the particular needs of the students and community.

Alternative 2: (see page 9)

Alternatively, the undefined time may be used to teach components of Module 1: Human Sexuality. Teachers or schools will be responsible for identifying the components to be included in the CORE course and for obtaining board and parental approval. Students whose parents are unwilling to have their child participate should be given alternative assignments from any of the five core themes.

A school may decide to offer Career and Life Management for four or five credits, by adding one or two 1-credit optional modules. In this event, the minimum time allocations for the core curriculum would thereby increase to 75 hours.

5-Credit Course

Theme A:	Self-Management	11 hours
Theme B:	Well-Being	11 hours
Theme C:	Relationships	12 hours
Theme D:	Careers and the World of Work	13 hours
Theme E:	Independent Living	14 hours
Defined (Required) Time		61 hours
Undefined (Elective) Time		14 hours
Total		75 hours

SELECTING OPTIONAL MODULES

When selecting optional modules, the following should be considered:

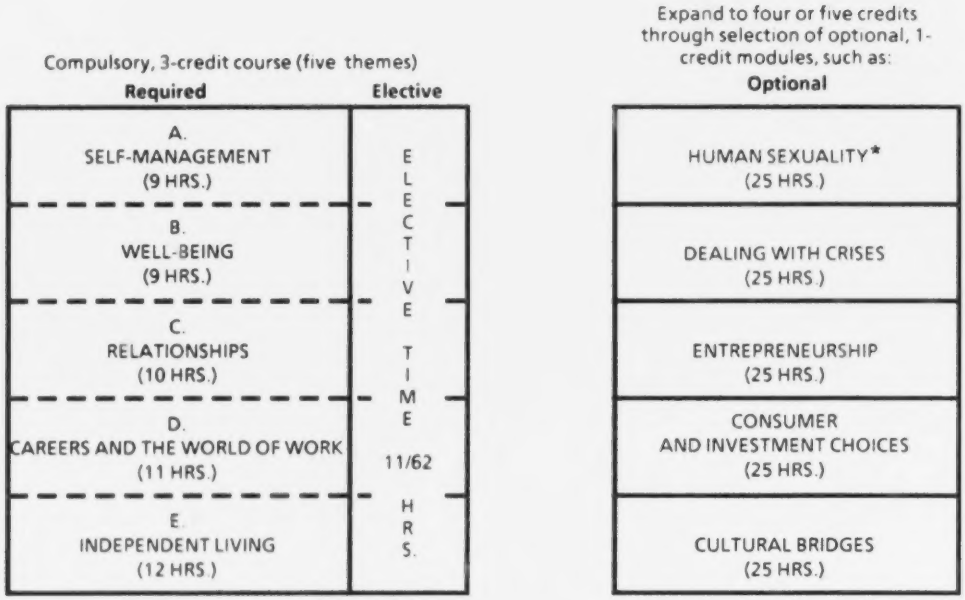
1. teacher background and experience
2. school and community support networks that are available
3. related complementary programs already available within the school
4. related programs offered in previous grades (e.g., junior high health).

Refer to the Teacher Resource Manual for further information on module selection and articulation with related programs.

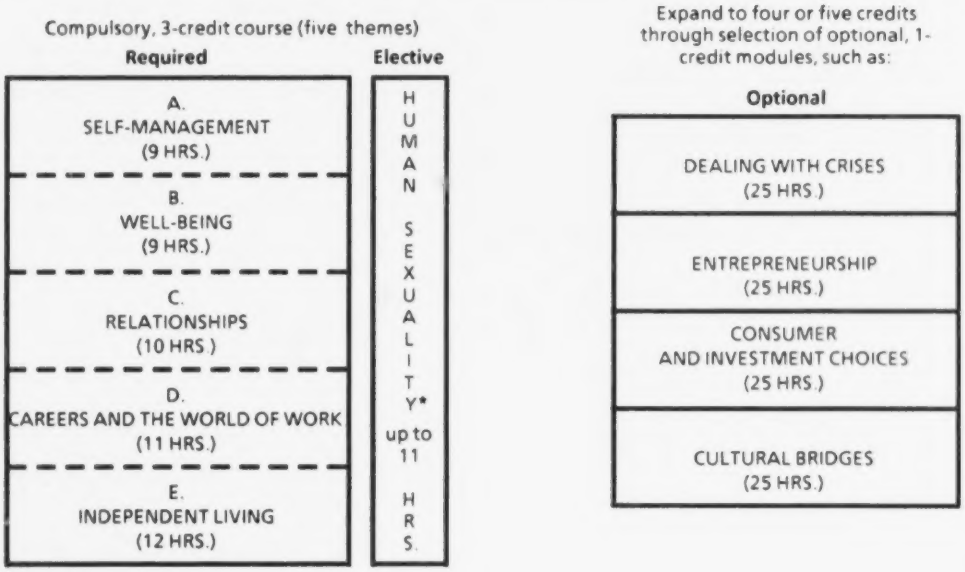
For further information on short- and long-term planning, refer to the Teacher Resource Manual.

CAREER AND LIFE MANAGEMENT
IMPLEMENTATION ALTERNATIVES

ALTERNATIVE 1: Human Sexuality included only in a 4- or 5-credit course.


Compulsory, 3-credit course (five themes)
Required
Elective
A. SELF-MANAGEMENT (9 HRS.)
B. WELL-BEING (9 HRS.)
C. RELATIONSHIPS (10 HRS.)
D. CAREERS AND THE WORLD OF WORK (11 HRS.)
E. INDEPENDENT LIVING (12 HRS.)
ELECTIVE TIME
11/62
HRS.
Expand to four or five credits through selection of optional, 1-credit modules, such as:
Optional
HUMAN SEXUALITY* (25 HRS.)
DEALING WITH CRISES (25 HRS.)
ENTREPRENEURSHIP (25 HRS.)
CONSUMER AND INVESTMENT CHOICES (25 HRS.)
CULTURAL BRIDGES (25 HRS.)

ALTERNATIVE 2: Human Sexuality integrated into the 3-credit compulsory curriculum.


Compulsory, 3-credit course (five themes)
Required
Elective
A. SELF-MANAGEMENT (9 HRS.)
B. WELL-BEING (9 HRS.)
C. RELATIONSHIPS (10 HRS.)
D. CAREERS AND THE WORLD OF WORK (11 HRS.)
E. INDEPENDENT LIVING (12 HRS.)
HUMAN SEXUALITY*
up to 11
HRS.
Expand to four or five credits through selection of optional, 1-credit modules, such as:
Optional
DEALING WITH CRISES (25 HRS.)
ENTREPRENEURSHIP (25 HRS.)
CONSUMER AND INVESTMENT CHOICES (25 HRS.)
CULTURAL BRIDGES (25 HRS.)

*Board approval required. Parents may withdraw students.

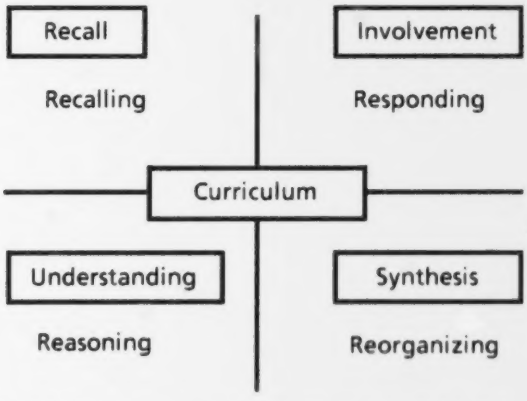
INSTRUCTIONAL APPROACH: PROCESS

The objectives of the Career and Life Management Curriculum, the diversity of student experience and the need to respond to personal and social issues require a process instructional approach. The process approach provides for the active involvement of the student through:

- structuring the content to meet individual student needs
- allowing students to reflect on and personalize the information and ideas outlined within the course
- encouraging students to share their ideas and consider the point of view of others.

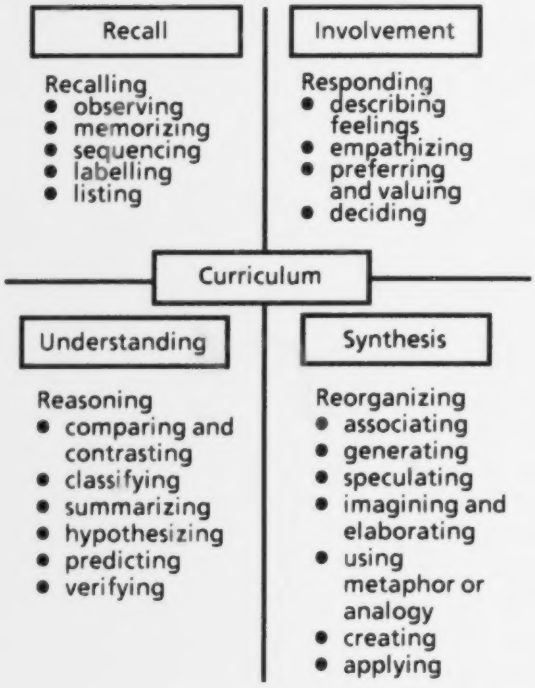
This process approach has been integrated within the structure of the course by correlating the expectations for student learning to one or more of the following learning processes: recall, understanding, involvement and synthesis.

The expectations for student learning outlined for each theme and module fall within the quadrants of the model[1] below:



1 Adapted from the model proposed by Richard W. Strong, Harvey F. Silver and Robert Hanson.

These four learning processes also correlate to discrete thinking skills. A fundamental objective of the instructional approach is to encourage students to broaden their repertoire of thinking skills.

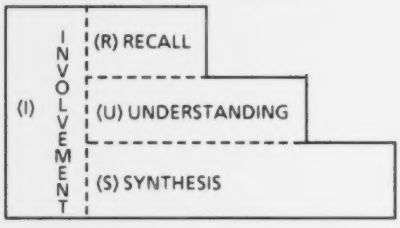


To assist teachers to recognize the level of "processing" which is recommended, each of the learning expectations is correlated to one or more learning process:

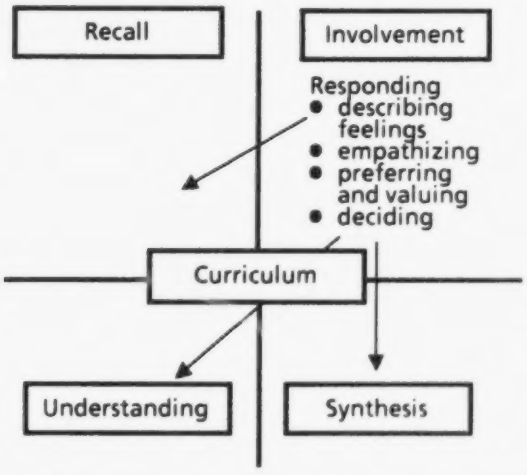
Recall (R)	Understanding (U)
Involvement (I)	Synthesis (S)

Each theme and module includes the following diagram, which reflects the increasing complexity of the thinking processes (recall -- understanding -- synthesis) and the interactive relationship of involvement with each of the three processes.

Learning Processes



As each theme includes opportunities for the individual student to develop and improve skills in thinking, dealing with feelings and communication, **involvement processes are employed in all aspects of the curriculum.**



Involvement processes are coupled with **recall, understanding** and **synthesis**.

For example:

In the "World of Work" the student explores occupational requirements (Recall), career opportunities (Recall, Understanding), career planning and development (Recall, Understanding and Synthesis) and relates that information directly to personal life (Involvement).

"Independent Living" requires mastery of basic information and skills in relation to banking, credit, insurance, and rights and responsibilities under the law (Recall and Understanding). The skills and information are then applied by the student to a personal financial management plan (Synthesis and Involvement).

Additional suggestions incorporating the process approach may be found in the Teacher Resource Manual.

INSTRUCTIONAL STRATEGIES

The process approach is facilitated by establishing an effective environment for learning:

1. the development of an accepting, co-operative classroom environment
2. student participation in the learning experiences
3. cooperative learning and interaction with fellow students
4. ongoing communication with and feedback from the teacher
5. student assessment procedures that address individual growth through the learning processes in each section of the model (Involvement, Synthesis, Understanding and Recall)
6. passive learning of content is minimized by avoidance of excessive use of lecture method.

The following strategies can be used effectively in the Career and Life Management classroom:

- role playing/dramatizations/role reversals
- demonstrations by teacher or student
- peer teaching/helping
- case studies/stories
- brainstorming
- discussions (peers, small/large groups)
- debates and mock trials
- opinions/values voting-continuum
- simulations
- completion of stories
- student planning and organizing events
- field trips
- collages, scrapbooks
- analysis of newspaper or magazine articles
- review of selected television programs.

Instructional Strategies should be structured in such a way that the designated learning processes are incorporated.

ASSESSING STUDENT ACHIEVEMENT

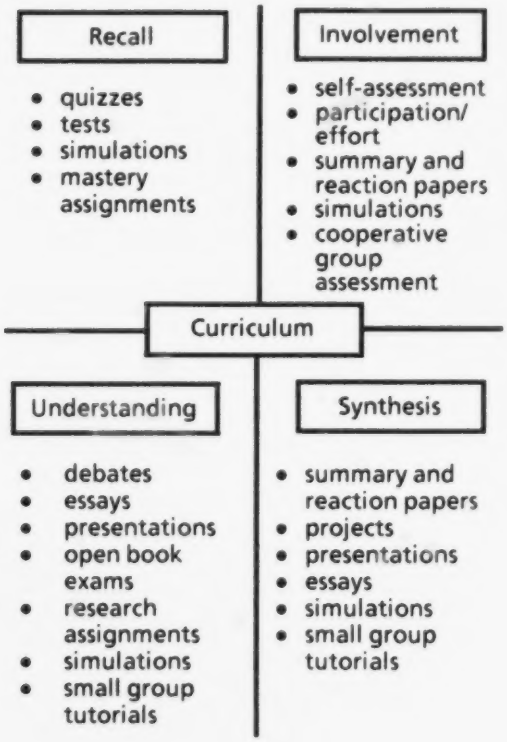
Assessment of student achievement will involve collecting, processing, interpreting and judging student performance in accordance with the objectives established within the curriculum and by the teacher. The policies, guidelines and procedures should be consistent with the student evaluation guidelines established by the local school board and school.

While it is recognized that each student and class has unique characteristics, effective student assessment will involve the following:

- students should be aware of the course expectations at the beginning of the course
- standards should be reasonable
- all the objectives should be reflected
- students should be treated equally in relation to other students in their own and other classes
- students are aware of short-term and long-term evaluation procedures that will occur throughout all phases of the program.

CORRELATING EVALUATION STANDARDS TO LEARNING EXPECTATIONS

Following are strategies that can be used to indicate the learning processes involved in each learning expectation.



Some evaluation suggestions appear in more than one quadrant because they can be used to assess processes in each thematic unit, depending upon the focus and level of expectation of the assessment. For example, participation in a simulation may indicate:

1. level of personal involvement
2. mastery of skills; e.g., bank statement reconciliation
3. understanding; e.g., comparing and contrasting credit sources
4. synthesis; e.g., courtroom application of consumer law.

Long-term evaluation suggestions:

1. a series of student-teacher interviews throughout the course
2. ongoing student self-evaluation
3. student achievement contracts for each theme or for the course
4. ongoing reporting of the application of Career and Life Management skills in everyday life.

DEVELOPING DESIRABLE PERSONAL CHARACTERISTICS

Career and Life Management reinforces the development of the desirable personal characteristics. The following characteristics outline the Government of Alberta's position with respect to the role that schools should play in developing desirable personal characteristics.

Children inhabit schools for a significant portion of their lives. Each day, in their relationship with fellow students, teachers and other adults who are in the school, children are exposed to a complex combination of influences, some deliberate and others incidental. In Canada, the common pattern of attitudes derives from many cultural sources, religious, ethnic and legal. Public schools exist within this culture and it is from this culture that the schools' dominant values emerge.

The school, as the site of a child's formal education, is not the sole or even dominant determiner of student attitudes. Other important sources of influence include the home, the church, the media, and the community. Educators alone cannot, and must not, assume the responsibility for the moral, ethical and spiritual development of their students. They do, however, play a significant role in support of other institutions. The actions of teachers and the activities which take place in schools contribute in a major way to the formation of attitudes.

Parents and other groups in society clearly expect teachers to encourage the growth of certain positive attitudes in students. These attitudes are thought of as being the prerequisites to the development of essential personal characteristics. For the guidance of all, the following list has been prepared. The list is not a definitive one, nor are the items ranked, but rather the list is a compilation of the more important attributes which schools ought to foster.

The Alberta community lives with a conviction that man is unique and is uniquely related to his world. Generally, but not universally, this expresses itself spiritually, through the belief in a Supreme Being (e.g., God). Moral/ethical characteristics, intellectual characteristics, and social/personal characteristics must be treated in a way that recognizes this reality and respects the positive contribution of this belief to our community.

The following characteristics will be reinforced throughout the CALM curriculum. As desirable personal characteristics are very much a matter of personal paths to maturity and a fully developed set of personal values, the CALM teacher's role in reinforcing these characteristics is of paramount importance.

1. ***Ethical/Moral Characteristics***

   Respectful
   Responsible
   Fair/just
   Tolerant
   Honest
   Kind
   Forgiving
   Committed to democratic ideals
   Loyal

2. ***Intellectual Characteristics***

   Open-minded
   Thinks critically
   Intellectually curious
   Creative
   Pursues excellence
   Appreciative

3. ***Social/Personal Characteristics***

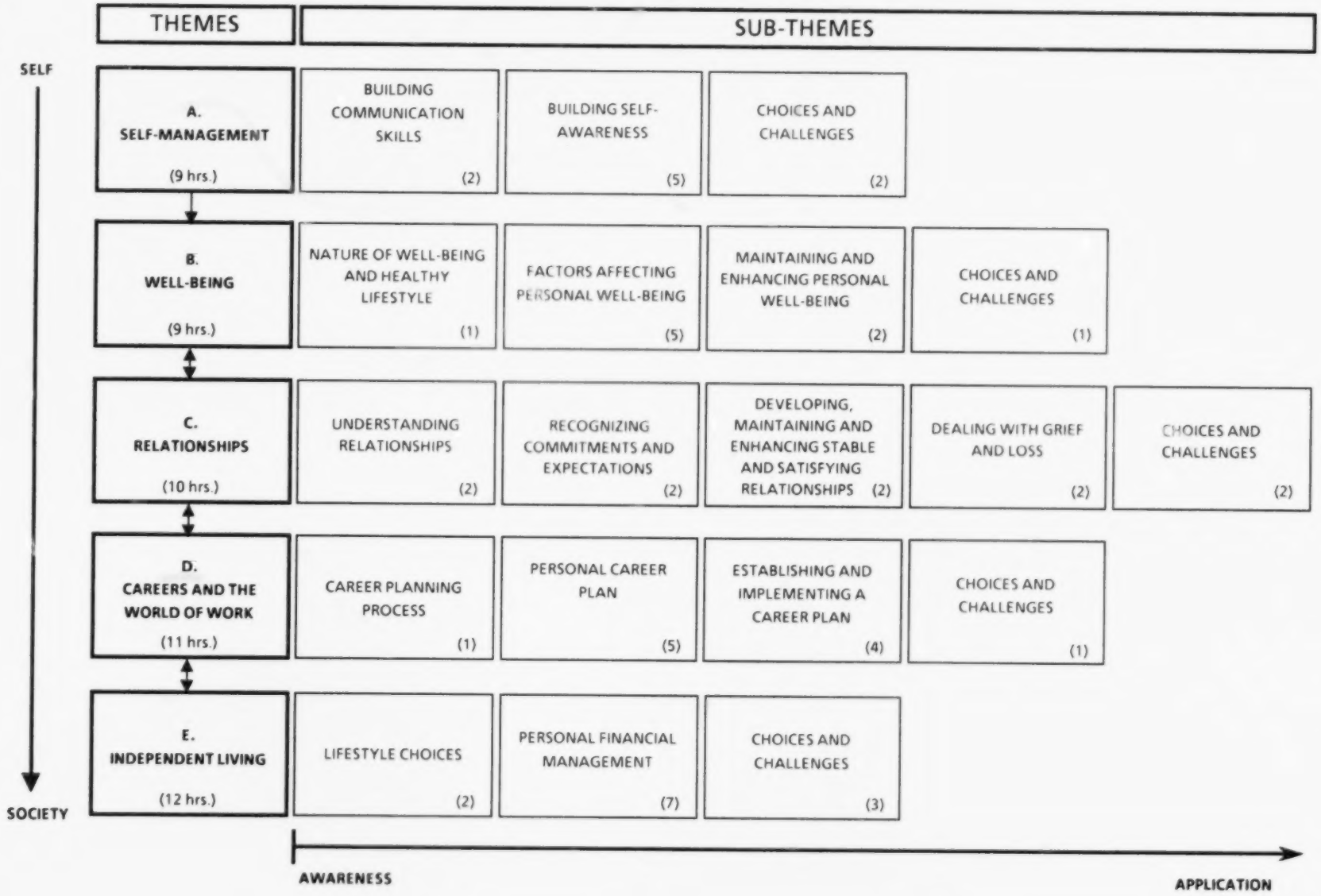
   Cooperative
   Accepting
   Conserving
   Industrious
   Possesses a strong sense of self-worth
   Persevering
   Prompt
   Neat
   Attentive
   Unselfish
   Mentally and physically fit

THEMES

The learning expectations in each of the following themes are defined as required or ***elective***. ***Elective*** learning expectations are designated in ***bold italic print***.

Each learning expectation is coded to one or more learning process: recall (R), involvement (I), understanding (U) and synthesis (S).

CAREER AND LIFE MANAGEMENT
Overview of Themes and Sub-Themes


THEMES
SUB-THEMES
SELF
SOCIETY
A. SELF-MANAGEMENT (9 hrs.)
BUILDING COMMUNICATION SKILLS (2)
BUILDING SELF-AWARENESS (5)
CHOICES AND CHALLENGES (2)
B. WELL-BEING (9 hrs.)
NATURE OF WELL-BEING AND HEALTHY LIFESTYLE (1)
FACTORS AFFECTING PERSONAL WELL-BEING (5)
MAINTAINING AND ENHANCING PERSONAL WELL-BEING (2)
CHOICES AND CHALLENGES (1)
C. RELATIONSHIPS (10 hrs.)
UNDERSTANDING RELATIONSHIPS (2)
RECOGNIZING COMMITMENTS AND EXPECTATIONS (2)
DEVELOPING, MAINTAINING AND ENHANCING STABLE AND SATISFYING RELATIONSHIPS (2)
DEALING WITH GRIEF AND LOSS (2)
CHOICES AND CHALLENGES (2)
D. CAREERS AND THE WORLD OF WORK (11 hrs.)
CAREER PLANNING PROCESS (1)
PERSONAL CAREER PLAN (5)
ESTABLISHING AND IMPLEMENTING A CAREER PLAN (4)
CHOICES AND CHALLENGES (1)
E. INDEPENDENT LIVING (12 hrs.)
LIFESTYLE CHOICES (2)
PERSONAL FINANCIAL MANAGEMENT (7)
CHOICES AND CHALLENGES (3)
AWARENESS
APPLICATION

Theme A: SELF-MANAGEMENT

SUB-THEMES

1. BUILDING COMMUNICATION SKILLS
2. BUILDING SELF-AWARENESS
3. CHOICES AND CHALLENGES

Theme A: SELF-MANAGEMENT

RATIONALE

- The student's self-awareness unfolds through discovery, understanding, and communicating with others.
- To develop an understanding of self, the individual needs an opportunity to experience new ideas, to reflect, to support others, and to express ideas and feelings in an open and protective environment.
- Building skills in self-management leads to a sense of control and positive commitment to those to whom we relate, to the resources to which we have access, and to future opportunities.

GENERAL OBJECTIVES

The student:

1. increases self-awareness through appraising and accepting strengths, talents, aptitudes and limitations
2. recognizes how to maintain and enhance self-worth
3. develops flexibility in applying a variety of strategies to cope with the challenges, frustrations and conflicts within daily living
4. develops understanding of personal feelings and builds skills in communicating these appropriately
5. builds awareness of personal thinking processes and strategies and applies that knowledge in areas such as decision making
6. improves study and thinking skills and recognizes that these skills will reinforce self-worth
7. builds skill in responding to the challenge of change and develops strategies to direct personal resources to respond to changes appropriately.

Theme A: SELF–MANAGEMENT

LEARNING EXPECTATIONS[1]

The student:

1. BUILDING COMMUNICATION SKILLS (2 hrs.)

recognizes that effective communication skills are essential for personal success in

- expressing oneself
- relating to others (U)

identifies and evaluates communication skills and styles that are

- verbal and non-verbal
- formal and informal (R/U/I)

reviews and builds communication skills

- ***listening***
- ***paraphrasing***
- ***questioning***
- ***giving and receiving feedback***
- ***recognizing communication barriers***
- ***being assertive versus being aggressive*** (S)

demonstrates appropriate methods of expressing feelings, ideas and needs (S).

2. BUILDING SELF–AWARENESS (5 hrs.)

understands that change is continual (U)

2.1 Self-assessment

reviews and evaluates personal abilities, interests, limitations, personality, values, and cultural background (I)

reviews and assesses how expectations held by others affect self-concept (I/S)

distinguishes between ideal self, self-concept and others' perception of self (U).

2.2 Feeling

develops an understanding of the multiplicity and range of one's feelings and assesses how feelings affect behaviour (S)

builds awareness of the importance of constructive expression of personal feelings (S).

2.3 Thinking

recognizes the various levels of thinking

- thinking skills
- strategies for thinking
- metacognition
- attitudes (U)

demonstrates effective study skills (S)

recognizes and values the effectiveness of positive thinking (I)

develops a personal decision-making (self-management) model (S).

3. CHOICES AND CHALLENGES (2 hrs.)

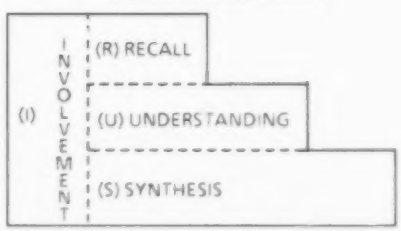
recognizes the need for flexibility (U/S)

compares long-term and short-term planning (U/S)

identifies and evaluates current personal goals (I/U/S)

recognizes and values the benefits of a pro-active approach to decision making (I)

recognizes the need to take the initiative in implementing life decisions (U).



Required • *Elective*[1]

Theme B: WELL-BEING

SUB-THEMES

1. NATURE OF WELL-BEING AND HEALTHY LIFESTYLE
2. FACTORS AFFECTING PERSONAL WELL-BEING
3. MAINTAINING AND ENHANCING PERSONAL WELL-BEING
4. CHOICES AND CHALLENGES

Theme B: WELL-BEING

RATIONALE

- Well-being focuses on promoting optimal physical, spiritual and mental health.
- Well-being results from a consciously designed positive lifestyle.
- The lifestyle established in youth will affect the level of well-being achieved in later life.

GENERAL OBJECTIVES

The student:

1. understands the nature of well-being
2. recognizes that attaining well-being is a dynamic process influenced by internal and external forces
3. recognizes that personal well-being is predominantly determined by one's lifestyle choices
4. recognizes the need to accept personal responsibility for decision making in attaining, maintaining and promoting optimal levels of well-being
5. develops an action plan leading to a personal definition of well-being

Theme B: WELL-BEING

LEARNING EXPECTATIONS[1]

The student:

1. NATURE OF WELL-BEING AND HEALTHY LIFESTYLE (1 hr.)

recognizes the various aspects of well-being

- psychological
- intellectual
- social
- spiritual
- physical
- environmental
- cultural/ethnic
- societal (R/S)

recognizes the interdependence of the various aspects of well-being and healthy lifestyle (S)

recognizes characteristics of well-being (R/U/S).

2. FACTORS AFFECTING PERSONAL WELL-BEING (5 hrs.)

examines positive and negative factors and issues which affect the individual's sense of well-being and promotes a healthy lifestyle

- personal
- societal
- environmental
- political (S)

builds awareness of health concerns that are prevalent in society

- dieting and exercise
- substance use and abuse
- stress (R).

3. MAINTAINING AND ENHANCING PERSONAL WELL-BEING (2 hrs.)

develops strategies for assessing and maintaining personal health and healthy lifestyle

- medical
- nutritional
- physical
- emotional (S)

evaluates health information and products (S)

recognizes the role of community services in assessing and maintaining individual and societal well-being and is able to access community resources (I)

recognizes that different behaviours may involve varying degrees of risk to one's health (I)

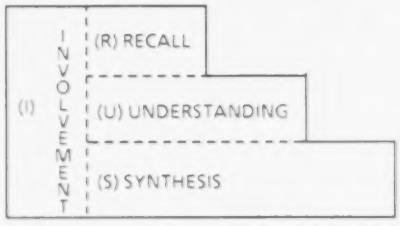
identifies strategies that could be used to improve well-being (goal setting) (S).

4. CHOICES AND CHALLENGES (1 hr.)

reviews criteria for assessing one's personal well-being (S)

develops and implements a personal action plan designed to improve one or more aspect of well-being (S).

Learning Processes



Required • *Elective*[1]

Theme C: RELATIONSHIPS

SUB-THEMES

1. UNDERSTANDING RELATIONSHIPS
2. RECOGNIZING COMMITMENTS AND EXPECTATIONS
3. DEVELOPING, MAINTAINING AND ENHANCING STABLE AND SATISFYING RELATIONSHIPS
4. DEALING WITH GRIEF AND LOSS
5. CHOICES AND CHALLENGES

Theme C: RELATIONSHIPS

RATIONALE

- An awareness of the self and an awareness of others is necessary in order to improve the quality of one's interpersonal relationships.
- Most aspects of life are affected by interpersonal relationships.
- The nature of interpersonal relationships changes through the life stages.
- Personal needs can be satisfied within a variety of relationships.
- Communication and decision making are integral parts of all relationships.

GENERAL OBJECTIVES

The student:

1. identifies and explores the dynamics of interaction which occur within and between relationships
2. identifies expectations and commitments involved in various relationships
3. explores issues within relationships and develops skills to adapt to required changes
4. develops those skills, attitudes and behaviours that promote effective relationships
5. recognizes that with increased knowledge of significant others, one is likely to improve the quality of one's relationships.

Theme C: RELATIONSHIPS

LEARNING EXPECTATIONS[1]

The student:

1. UNDERSTANDING RELATIONSHIPS (2 hrs.)

identifies and compares various types of relationships

- personal:
  - significant others
  - groups
- impersonal:
  - environment
  - material goods (U/I)

recognizes that personal relationships involve varying degrees of dependence and independence

- parent/child
- friend/friend
- teacher/student
- employer/employee (U).

2. RECOGNIZING COMMITMENTS AND EXPECTATIONS (2 hrs.)

recognizes that different levels of intimacy will evolve from varying levels of commitment and expectation

- social
- mental
- physical
- emotional (U)

explores how personal and lifestyle needs can be met within stable and satisfying relationships

- physical
- social
- emotional
- financial
- intellectual
- spiritual (I/U)

recognizes the variety of roles that can be assumed within a life cycle (U)

assesses the influence of stereotyping on relationships: gender, age, culture, role expectations (I/U)

recognizes the legal rights and responsibilities of individuals within relationships (R).

3. DEVELOPING, MAINTAINING AND ENHANCING STABLE AND SATISFYING RELATIONSHIPS (2 hrs.)

recognizes that all relationships continually change (U)

identifies ways in which relationships are developed and maintained at various stages of the life cycle and across age groups (U)

reviews the effects of conflict and stress on relationships (U)

applies skills for constructively resolving conflict and stress (S)

identifies strategies to enhance relationships (U)

recognizes that all problems within relationships cannot necessarily be resolved at a particular time (U).

4. DEALING WITH GRIEF AND LOSS (2 hrs.)

reviews the grief and loss process (U)

identifies skills for dealing with change, grief and loss (I).

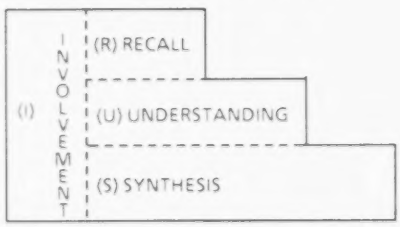
5. CHOICES AND CHALLENGES (2 hrs.)

identifies and explores significant issues that evolve within relationships (R)

identifies a personal relationship network which supports personal needs, goals and responsibilities (R/S)

prepares an action plan for developing, enhancing, or ending a relationship (S).

Learning Processes



Required • *Elective*[1]

Theme D: CAREERS AND THE WORLD OF WORK

SUB-THEMES

1. CAREER PLANNING PROCESS
2. PERSONAL CAREER PLAN
3. ESTABLISHING AND IMPLEMENTING A CAREER PLAN
4. CHOICES AND CHALLENGES

Theme D: CAREERS AND THE WORLD OF WORK

RATIONALE

- Career planning requires the development of self-awareness and the relating of self-knowledge to occupational requirements.
- Self-knowledge includes a knowledge of individual characteristics, attitudes, values, aspirations, and skills.
- Career planning also requires a knowledge of environmental factors which affect individual choice.
- Career planning requires an awareness of how technological change impacts on the economy and society.
- Effective decision-making skills are prerequisite for appropriate career planning.
- A knowledge of the career development process can assist the individual to identify critical paths and opportunities in career development.
- A knowledge of future employment projections can assist the individual to identify critical paths and time frames one should consider in career development.
- An extensive information base exists that describes the occupation, education and training options that are available.
- Job progression requires skills in assessing supporting and inhibiting factors.
- Career planning involves the ability to assess the match between oneself and potential employment options and then to market oneself appropriately.

GENERAL OBJECTIVES

The student:

1. explores the meaning of work and recognizes how work relates to life
2. identifies the requirements of a satisfying occupation within a personal framework
3. develops the competencies required for effective career planning
4. examines the relationship between career planning and lifestyle
5. builds skills in preparing for, obtaining and advancing in a chosen occupational field
6. develops interpersonal skills which will lead toward positive relationships on the job
7. assesses fundamental rights and responsibilities of employees and employers
8. formulates a personal career plan
9. develops skills in coping with change as it impacts on personal career plans.

Theme D: CAREERS AND THE WORLD OF WORK

LEARNING EXPECTATIONS[1]

The student:

1. CAREER PLANNING PROCESS (1 hr.)

defines the career planning process (S)

- self-exploration (personal profile)
- exploring the world of work (occupational profile)
- establishing a personal plan
- implementing the plan

reviews the concepts of

- work
- job
- career
- occupation
- career planning
- lifestyle planning (U/S).

2. PERSONAL CAREER PLAN (5 hrs.)

2.1 Personal Profile

recognizes how aspirations, aptitudes, attitudes and values affect job satisfaction and career planning (S)

develops skills in personal self-assessment (I)

recognizes the interrelationship of occupational choice and personal lifestyle preferences (U/S)

relates skills developed through daily living to career opportunities (U).

2.2 Occupational Profile

employs occupational choices, using informational research skills

- educational institutions
- training opportunities
- occupational entry requirements
- self-employment, entrepreneurship (R)

obtains and interprets information on future trends in employment

- technological
- social (R/U)

explores potential occupational options

- employee/employer (entrepreneurship)
- traditional/non-traditional
- part-time/job sharing (R/U)

recognizes that certain groups face barriers in the workforce (IIU).

2.3 Identifying Alternatives

identifies two or more career clusters that reflect the personal profile (U)

relates employment trends to selected career clusters (U)

recognizes that effective decision making is essential in developing a personal career plan (S)

explores available high school courses that provide further career preparation (R).

3. ESTABLISHING AND IMPLEMENTING A CAREER PLAN (4 hrs.)

3.1 Job Search

recognizes the variety of positive alternatives to paid employment and the impact of those alternatives on occupational opportunity

- volunteer
- barter (U)

develops and applies successful job search skills (S)

prepares application forms, letters, resumé, covering letter, follow-up letter (R/S)

obtains information on financial assistance for education/training after high school (R).

3.2 Job Maintenance

identifies the legal rights and responsibilities of employers and employees (R/U)

identifies the skills, attitudes and behaviours necessary for positive job maintenance (R/U).

4. CHOICES AND CHALLENGES (1 hr.)

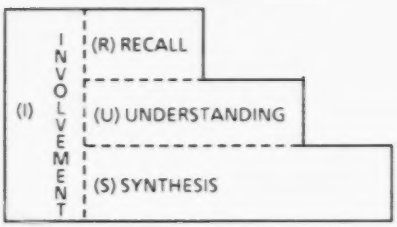
reassesses personal skills, aptitudes, talents and interests (I/U)

relates knowledge of personal lifestyle preferences to occupational choice (S)

develops two alternative personal career plans for post-secondary education, employment or training (S)

prepares a portfolio to support future career activities (S).

Learning Processes



Required • *Elective*[1]

Theme E: INDEPENDENT LIVING

SUB-THEMES

1. LIFESTYLE CHOICES
2. PERSONAL FINANCIAL MANAGEMENT
3. CHOICES AND CHALLENGES

Theme E: INDEPENDENT LIVING

RATIONALE

- An individual must accept the responsibility to:
  - manage available resources
  - make decisions concerning lifestyle alternatives.
- The way in which individuals manage resources at their disposal will:
  - affect the way in which their basic needs are met
  - determine the level of personal satisfaction that is achieved
  - impact on the society as a whole.

GENERAL OBJECTIVES

The student:

1. develops conscious planning and decision-making skills to make lifestyle choices that lead to personal satisfaction
2. accepts responsibility for the consequences of personal decisions
3. develops skills and knowledge required to derive optimal value from the use of resources
4. develops survival skills related to consumer interactions in the marketplace.

Theme E: INDEPENDENT LIVING

LEARNING EXPECTATIONS[1]

The student:

1. LIFESTYLE CHOICES (2 hrs.)

recognizes the range of lifestyle choices (U)

clarifies personal values relating to lifestyle (I)

analyzes sources of lifestyle expectations (U)

recognizes the impact of parenting on lifestyle choices (U/I)

distinguishes between wants and needs (U)

identifies resources which can be applied to meet lifestyle choices (R)

recognizes that a combination of individual resources can be utilized to meet personal needs and wants (S)

recognizes that the availability of resources varies throughout the life cycle **(U).**

2. PERSONAL FINANCIAL MANAGEMENT (7 hrs.)

2.1 Planning

understands gross and net income (U)

identifies components of a personal financial plan (U)

relates lifestyle choice to personal financial plan (I)

records expenses

- fixed
- flexible
- discretionary (R)

differentiates between saving for irregular annual expenses, saving for major purchases, long-term savings and retirement (U)

prepares a budget (S).

2.2 Financial Institutions

recognizes available banking options

- types of financial institutions
- security of investments
- types of accounts
- factors affecting choice of financial institution (R/U)

demonstrates efficient banking skills

- writing cheques
- recording cheques and deposits
- reconciling a bank statement (R).

2.3 Consumer Advocacy

identifies strategies for dealing with consumer concerns (U).

2.4 Credit

examines the implications of using credit

- availability and sources
- rating
- contracts
- costs (R/U)

identifies appropriate uses of credit (I)

- personal attitude toward debt
- short- and long-term goals.

2.5 Insurance

recognizes the need for insurance (I/U)

identifies the types of insurance

- car
- life
- home/contents
- disability (R).

Theme E: INDEPENDENT LIVING (Cont'd)

LEARNING EXPECTATIONS[1]

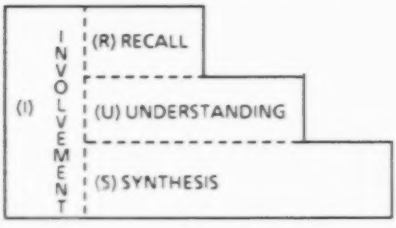
3. CHOICES AND CHALLENGES (3 hrs.)

formulates short- and long-term goals relating to lifestyle and career (I/S)

develops a personal action plan which will lead to independent living and accomplishment of defined goals of

- **shelter**
- **transportation**
- **entertainment**
- **food**
- **clothing (I/S).**

Learning Processes



Required • *Elective*[1]

OPTIONAL MODULES

NOTE: The following five modules are developed for 25 hours of instruction. Approximately 20 to 25% of the time should be used as elective time to meet individual or group needs.

These optional modules will be revised prior to final, mandatory implementation in September 1989.

Resource Support

These modules will be supported by a Teacher Resource Manual (Optional Modules) that is scheduled for distribution in fall 1987.

Print resources for the 1987-88 school term have been identified and will be available through the Learning Resources Distributing Centre for the following modules:

Module 1: Human Sexuality
Module 3: Entrepreneurship
Module 4: Consumer and Investment Choices

Resource support for Module 2: Dealing with Crises, and Module 5: Cultural Bridges, is quite limited for the 1987-88 school term (see pages 58-59). The Teacher Resource Manual (Optional Modules) will include suggestions for instructional strategies and information to help present learning expectations.

OPTIONAL MODULES
Overview of Modules and Topics
(DRAFT)

MODULES	SUB-THEMES				
1. HUMAN SEXUALITY	SELF-MANAGEMENT	WELL-BEING	RELATIONSHIPS	WITHIN THE WORKPLACE	CHOICES AND CHALLENGES
2. DEALING WITH CRISES	PERSONAL CONTROL AND SELF-MANAGEMENT	LIFESPAN CRISES	SITUATIONAL CRISES	CHOICES AND CHALLENGES	
3. ENTREPRENEURSHIP	UNDERSTANDING ENTREPRENEURSHIP	IDEA GENERATION	BUSINESS PLAN	CHOICES AND CHALLENGES	
4. CONSUMER AND INVESTMENT CHOICES	FINANCIAL GOAL SETTING	PERSONAL INVESTMENT CONSIDERATIONS	TYPES OF INVESTMENT	TAX IMPLICATIONS	CHOICES AND CHALLENGES
5. CULTURAL BRIDGES	BUILDING CULTURAL FOUNDATIONS	SELF-ASSESSMENT	IMPROVING PERSONAL WELL-BEING	PERSONAL RELATIONSHIPS AMONG CULTURES	CHOICES AND CHALLENGES

Module 1: HUMAN SEXUALITY

Sub-Themes:

1. SELF-MANAGEMENT
2. WELL-BEING
3. RELATIONSHIPS
4. WITHIN THE WORKPLACE
5. CHOICES AND CHALLENGES

OBJECTIVES

The student:

1. develops an understanding and awareness of the dimensions of human sexuality within the perspective of a whole person
2. builds awareness of developing sexuality (physical, psychological, emotional and social) and reviews strategies for health adjustment to accommodate these changes
3. develops an information base enabling responsible decisions about sexual behaviour
4. builds communication skills in order to increase and improve discussion with parents, teachers and peers on matters of sexuality
5. recognizes that decisions as a sexual being affect personal and interpersonal life plans.

NOTE: The Human Sexuality Module may only be offered with the approval of the school board. Parents may withdraw students by submitting a letter to the school indicating their intention to do so. It is recommended that prior to teaching this module, parents be fully informed of the objectives and resources that will be used.

Module 1: HUMAN SEXUALITY

LEARNING EXPECTATIONS[1]

The student:

1. SELF-MANAGEMENT

distinguishes between sex and sexuality (R/U)

recognizes that individuals' perception and expression of masculinity and femininity differ (U)

contributes to the development of a comfortable, trusting environment when discussing sexuality issues (S)

uses appropriate vocabulary when discussing sexuality (S).

2. WELL-BEING

has accurate knowledge of anatomy and physiology and is able to apply terms appropriately when discussing human sexuality (R)

recognizes the importance of making informed choices on personal health care, specifically in the area of reproductive health (U/I)

- unplanned pregnancy
- alcohol and drug usage
- sexually transmitted diseases
- contraception

identifies health practices for maintaining individual health (I/S).

3. RELATIONSHIPS

examines attitudes about social and sexual relationships (e.g., platonic, dating, extended family) (I)

identifies the range of behaviours that are encompassed by the term sexual activity (U)

recognizes that social and sexual relationships involve (U)

- different levels of intimacy
- varying commitments and expectations
- varying degrees of choice
- responsible decision making
- open communication
- varying degrees of trust

identifies support systems that are available with issues related to human sexuality (I/S)

- peers
- family
- community agencies

distinguishes between friendship, infatuation and love (U)

examines the value of maintaining a balance in one's relationships (I)

understands some of the factors that may lead to sexual activity (U)

internal pressures

- changes due to puberty -- physical, emotional, mental
- physical responses

external pressures

- peer pressure
- family/societal
- lifestyle choice
- alcohol and drug usage

develops an awareness of how sexual messages are communicated (U)

identifies ways to cope with pressures that can lead to sexual activity (S)

evaluates the responsibilities and consequences that may result when a choice has been made to be sexually active (I)

- contact STD
- choice to use contraceptives
- choice to marry
- unplanned pregnancy
- choice to cohabit

builds techniques for communicating effectively and managing stress related to social or sexual relationships (S)

- ending relationships
- loneliness
- saying no

recognizes the existence of sexual exploitation and discusses social and emotional effects (R/U/I)

- sexual assault
- pornography
- family violence.

4. WITHIN THE WORKPLACE

recognizes how sex stereotyping occurs (U)

examines the impact of sex stereotyping in the work environment and on career (U/I)

develops strategies for resolving problems resulting from sex stereotyping and sexual harassment (S).

5. CHOICES AND CHALLENGES

recognizes that sexual decisions can define lifestyle (U)

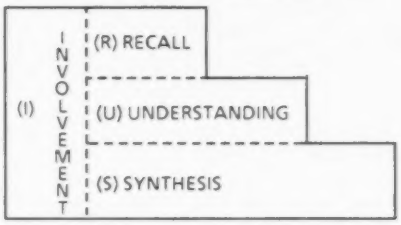
identifies options to unplanned pregnancy (I/S)

- marriage
- adoption (private/public)
- abortion
- single parenting
- shared parenting
- cohabitation

recognizes the responsibilities and commitment involved in parenting (I)

- impact on lifestyle, career and life planning
- needs of young children
- needs of parents.

Learning Processes



Required • ***Elective***[1]

Module 2: DEALING WITH CRISES

Sub-Themes:

1. PERSONAL CONTROL AND SELF-MANAGEMENT
2. LIFESPAN CRISES
3. SITUATIONAL CRISES
4. CHOICES AND CHALLENGES

OBJECTIVES

The student:

1. develops strategies to cope positively with lifespan crises
2. develops strategies to cope positively with situational crises
3. recognizes the significance of self-management in dealing effectively with change and crises
4. recognizes that as crises occur throughout life, individuals will be affected differently and respond differently
5. develops an ability to recognize situations that can act as turning points in one's life
6. recognizes that one's response to change and crises will affect others
7. identifies sources of support that can assist individuals to cope with frustrations and pressures
8. recognizes the importance of providing support for others
9. builds confidence in the ability to communicate concerns
10. acquires a knowledge base sufficient to recognize a crisis situation in self and others.

Module 2: DEALING WITH CRISES

LEARNING EXPECTATIONS[1]

The student:

1. **PERSONAL CONTROL AND SELF-MANAGEMENT**

   becomes aware that individuals respond to change and challenge differently (U/I)

   identifies personal skills, characteristics and knowledge that can be applied to resolve problems and to cope with difficult situations (I/S)

   recognizes that all individuals can have personal power to adjust to change, and to cope with problems (R)

   understands that individuals identify and deal with stress and crises in personal terms (U).

2. **LIFESPAN CRISES**

   2.1 Pressure Points

   identifies stages in the life cycle that produce change (R/U)

   recognizes that each life stage involves different challenges and potential crises which may or may not be controllable by the individual (U/I).

   2.2 Maintaining Balance

   recognizes that life involves change, success, challenge, risk, opportunity, frustration and loss (U)

   identifies appropriate balances among various elements of one's life (physical, mental, spiritual, social) (I)

   recognizes the serious nature of consequences when inappropriate stress and unresolved personal issues are allowed to continue (U)

   uses effective communication skills to express concerns, problems and feelings (S).

   2.3 Maintaining Control

   identifies sources of support or assistance in dealing with crises (I)

   identifies a personal and professional support network that can be referenced when needed (I/S)

   develops personal strategies that can be applied to deal with crises (S)

   - assertion skill development
   - coping
   - stress management
   - time management
   - communication skills.

3. **SITUATIONAL CRISES**

   identifies and defines various situational crises of an extraordinary and unpredictable nature (R/U)

   identifies available resources that offer assistance to individuals and/or groups (U).

4. **CHOICES AND CHALLENGES**

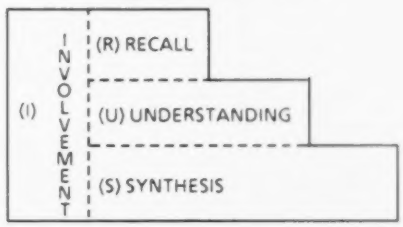
   identifies positive and negative lifespan crises which may be personally stressful (I)

   recognizes that life involves success and failure(U)

   develops an action plan to deal with one or more stressful situation(s) (S)

   - short-term
   - long-term.

Learning Processes



Required • *Elective*[1]

Module 3: ENTREPRENEURSHIP

Sub-Themes:

1. UNDERSTANDING ENTREPRENEURSHIP
2. IDEA GENERATION
3. BUSINESS PLAN
4. CHOICES AND CHALLENGES

OBJECTIVES

The student:

1. understands the importance of entrepreneurship to the individual and to society
2. recognizes and develops an understanding of the attitudes and aptitudes needed to become an entrepreneur
3. develops the basic skills and acquires the knowledge that is important for successful entrepreneurial activities
4. investigates processes required to establish a small business
5. recognizes the network of support that is available to entrepreneurs
6. identifies potential opportunities for entrepreneurial endeavours.

Module 3: ENTREPRENEURSHIP

LEARNING EXPECTATIONS[1]

The student:

1. UNDERSTANDING ENTREPRENEURSHIP

recognizes the impact entrepreneurship has on the economy and society (R)

identifies entrepreneurial enterprises that exist in the community (R/U)

describes the lifestyle and characteristics of an entrepreneur (R/U/I)

identifies major forms of business ownership (R/U)

- single proprietorship
- partnership
- cooperative
- corporation.

2. IDEA GENERATION

recognizes the components of idea generation for entrepreneurial initiatives (lateral thinking) (R)

identifies entrepreneurial opportunities (local, regional, national, international) (R)

develops skills in recognizing and encouraging an entrepreneurial environment (S)

identifies entry level entrepreneurial opportunities (I)

recognizes opportunities for idea generation through networking, sharing experiences and ideas (U/S)

considers key operational (U)

- contracts
- licences
- public relations
- location
- taxation
- records
- legal constraints
- advertising.

3. BUSINESS PLAN

selects one or more entrepreneurial opportunity (I)

establishes a business plan (S)

prepares a plan of action to operationalize the business plan (I/S)

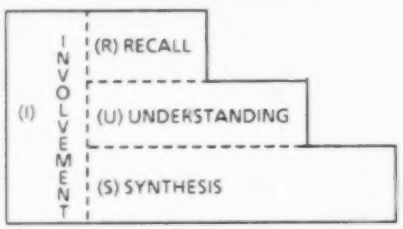
identifies the sources of support available to entrepreneurs (I).

4. CHOICES AND CHALLENGES

develops an action plan to prepare for a career as an entrepreneur (S)

discusses advantages and disadvantages of entrepreneurship as a career option (I/U).

Learning Processes



Required • *Elective*[1]

Module 4: CONSUMER AND INVESTMENT CHOICES

Sub-Themes:

1. FINANCIAL GOAL SETTING
2. PERSONAL INVESTMENT CONSIDERATIONS
3. TYPES OF INVESTMENT
4. TAX IMPLICATIONS
5. CHOICES AND CHALLENGES

OBJECTIVES

The student:

1. recognizes the interrelationship of personal goal setting, decision making and effective consumer and investment choices

2. develops skills and knowledge to improve consumer and investment decision making

3. identifies strategies that allow wise use of financial and personal resources for immediate and deferred wants and needs

4. recognizes the rights and responsibilities involved in consumer and investment decisions

5. increases ability to modify consumer and investment plans in response to changes in goals, lifestyle, and access to resources

6. improves ability to communicate concerns, and to make plans related to consumer and investment choices.

Module 4: CONSUMER AND INVESTMENT CHOICES

LEARNING EXPECTATIONS[1]

The student:

1. FINANCIAL GOAL SETTING

recognizes that consumer and investment choices and opportunities are based on personal decision making (U)

assesses present net worth (S)

reviews short-term financial goals (S)

determines long-term financial goals (U)

2. PERSONAL INVESTMENT CONSIDERATIONS

practises correct use of terms related to investment (R/U)

recognizes the interplay between the investment characteristics (R)

- risk
- return
- liquidity
- term

recognizes that investment characteristics apply to consumer purchases and investment choices (U)

recognizes that the value of investments may appreciate or depreciate (U)

assesses the advantages and disadvantages of eliminating or reducing debts as the first stage of developing a personal investment plan (U)

identifies commitments related to investment transactions (U)

- financial
- contractual
- ethical

examines the implications of entering into a contract (U)

3. TYPES OF INVESTMENT

3.1 Wise Consumer Decision Making

identifies the factors that affect consumer buying of goods and services (U)

demonstrates an ability to resolve consumer concerns in a positive manner (S)

identifies and assesses sources of consumer information and assistance (I/S)

develops skills in wise shopping for goods and services (S)

- timing of purchase
- location
- display
- size and cost comparison-research vs. impulse

assesses the influence of advertising on consumer choice (R/U)

distinguishes between consumer rights and responsibilities (U/I)

3.2 Debt Investment

defines debt investment (R)

examines the difference between non-traded debt investment and traded debt investment (U)

non-traded debt investments

- demand accounts
- term deposits
- guaranteed investment certificates

traded debt investments

- bonds
- debentures
- treasury bills.

3.3 Equity Investment

defines equity investment (R)

examines the difference between common and preferred shares (U)

differentiates among growth, blue chip and speculative shares (U).

3.4 Other Investments

identifies advantages and disadvantages of other investment opportunities (U)

- mutual funds
- real estate
- precious metals
- collectables
- insurance.

4. TAX IMPLICATIONS

completes simulation of a personal tax return (S)

identifies strategies for reducing personal income tax (S)

analyzes the impact of investments on personal taxes (U).

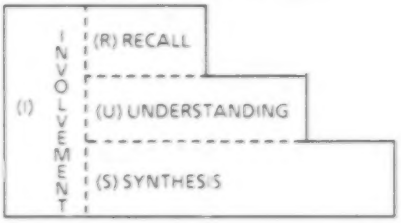
5. CHOICES AND CHALLENGES

correlates personal risk taking preferences with investment - speculation decisions (S)

completes one or more projects that support personal consumer and investment goals (S)

- designs a balanced personal investment portfolio
- outlines a plan of action for a major consumer purchase
- prepares a comparative shopping report
- simulates the management of a set sum of money for a designated period (e.g., $5,000 for 6 months).

Learning Processes



Required • ***Elective***[1]

Module 5: CULTURAL BRIDGES

Sub-Themes:

1. BUILDING CULTURAL FOUNDATIONS
2. SELF-ASSESSMENT
3. IMPROVING PERSONAL WELL-BEING
4. PERSONAL RELATIONSHIPS AMONG CULTURES
5. CHOICES AND CHALLENGES

GOAL

The goal of this module is to broaden students' options so that they can make realistic choices about how they define the relationship between the cultures in which they function. The basic choices are:

- to reject the mainstream culture
- to become fully assimilated within the mainstream culture
- to become multi-cultural (to remain oriented to the heritage culture, but to be capable of functioning effectively within the mainstream culture when appropriate).

OBJECTIVES

The student:

1. gains a deeper understanding and appreciation of heritage cultures and increased sensitivity to the issues which affect individuals from a heritage culture
2. identifies and recognizes the similarities, differences, and strengths of the cultures that have impact
3. develops confidence in the ability to make decisions that will determine the student's future
4. develops the ability to apply communication skills and behaviours that are appropriate to each of the two cultures
5. recognizes sources of support within the two cultures
6. builds self-esteem
7. develops practical strategies for dealing with the stresses which can result from the need to define a personal relationship within one or more cultures.

Module 5: CULTURAL BRIDGES

LEARNING EXPECTATIONS[1]

The student:

1. BUILDING CULTURAL FOUNDATIONS

compares and contrasts the real and perceived differences between the two cultures (U)

- values
- lifestyles
- traditions (customs)
- beliefs
- way of making life decisions

recognizes that the sense of identity is a function of cultural foundation, daily decision making and perceived role in life (R/U)

recognizes that the individual's sense of identity arises from the interaction of (U)

- the cultural foundation
- the environment
- self-concept
- personal action planning

2. SELF-ASSESSMENT

recognizes how additional expectations from the heritage cultures affect self-concept (R/U)

- ideal self
- self-image
- others' perception of self

recognizes how the varying perceptions from the mainstream culture affect one's self-concept (R/U)

develops awareness of the potential conflict of values when functioning biculturally (U)

identifies personal communication skills and styles which affect the communication between individuals from two different cultures (R/U)

builds skill in improving communication blocks (S)

- reducing blocks
- expressing opinion

investigates expectations for change (U/I)

- acceptance of self
- desire for change
- access to support systems

3. IMPROVING PERSONAL WELL-BEING

recognizes that attitudes are determining factors in the development of well-being (U/I)

identifies factors from the heritage and mainstream culture that have impact on the individual's health and well-being (R/U/I)

- positive
- negative

recognizes that attitudes are affected by background and perception (R/U)

- spiritual
- physical
- emotional
- mental

considers strategies and behaviours which will improve the health and individual's sense of well-being (I/S).

4. PERSONAL RELATIONSHIPS AMONG CULTURES

identifies the groups and individuals within the heritage cultures which (I)

- provide counselling and guidance
- assist in setting short- and long-term goals
- define rights and responsibilities

recognizes appropriate strategies for (I/S)

- expressing opinion
- dealing with conflict
- resolving value conflicts

considers alternatives for dealing with and responding to (S)

- aggression
- recognition
- frustration
- challenge
- discrimination

recognizes that there are varying levels of acceptance of others (U)

- willingness to share

identifies personal priorities and compares these with others within and outside the heritage culture (I/S)

- commitment to family ties
- commitment to maintain the culture

discusses traditions and practices relating to (U/I)

- dating
- marriage
- child rearing.

5. CHOICES AND CHALLENGES

5.1 Expanding Career Choices

investigates potential career options (I)

discusses advantages and disadvantages of being bicultural when making career choices (U/I)

examines strategies for maintaining employment and developing career opportunities (U)

relates career opportunities to short- and long-term goals (S).

5.2 Meeting the Challenge for Independence

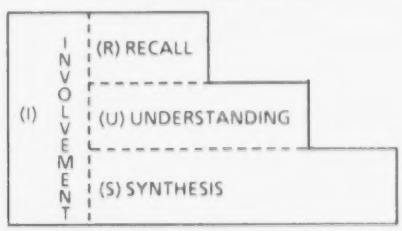
identifies resources available within both cultures that can assist the individual to live independently in an interdependent world (U/I)

compares strategies for resource management used by each culture (U/S)

- financial
- human
- environment
- community

recognizes the need to adapt to changes that occur, and develops personal strategies to cope with the changes (U/S).

Learning Processes



Required • ***Elective***[1]

APPROVED RESOURCES

CORE THEMES

The following resources are approved for the 1987-88 school term for the 3-credit core course. A custom-developed textbook and teacher resource manual will be designated as the BASIC resource in September 1988. Certain resources which are presently listed will continue to be available through the Learning Resources Distributing Centre.

OPTIONAL MODULES

The resources listed in this guide are approved only for the 1987-88 school term.

Additional resources are being developed or identified for:

1. Human Sexuality
2. Dealing with Crises
3. Entrepreneurship
4. Consumer and Investment Choices, and
5. Cultural Bridges

APPROVED RESOURCES

Learning resources fall into three categories; BASIC, RECOMMENDED AND SUPPLEMENTARY.

In terms of provincial policy, learning resources are those print, nonprint and electronic software materials used by teachers or students to facilitate teaching and learning.

BASIC Learning Resources are those learning resources approved by Alberta Education as the most appropriate for meeting the majority of the goals and objectives of courses, or substantial components of courses outlined in the provincial programs of studies.

AND

Those productivity software programs (e.g., word processors, spread sheets, data bases, integrated programs) approved by Alberta Education that can be used to achieve important objectives across two or more grade levels, subject areas, or programs.

RECOMMENDED Learning Resources are those learning resources approved by Alberta Education because they complement basic learning resources by making an important contribution to the attainment of one or more of the major goals of courses outlined in the provincial programs of studies.

SUPPLEMENTARY Learning Resources are those learning resources approved by Alberta Education because they support courses outlined in the provincial programs of studies by enriching or reinforcing the learning experience.

The following learning resources are approved at the recommended level. Each resource has been audited for tolerance and understanding. Refer to the CALM Teacher Resource Manual which includes annotations for each resource.

Alberta Education wishes to express appreciation to the following agencies and associations that so generously shared materials during the development period and the 1987-88 school term.

- Alberta Career Development and Employment
- Alberta Consumer and Corporate Affairs
- Alberta Human Rights Commission
- Alberta Labour
- Health and Welfare Canada
- Canadian Cancer Society
- Canadian Bankers' Association
- Alberta Alcoholism and Drug Abuse Commission

CORE PRINT RESOURCES

Alberta Career Development and Employment, Career Information Services. It's About Time...to Start Thinking About Your Future, 1985. (Theme D) Student Reference.

Alberta Career Development and Employment, Career Information Services. Job Seekers' Handbook, 1986. (Theme D) Student Reference.

Alberta Career Development and Employment, Career Information Services. So You've Left School...What Now?, 1984. (Theme D) Student Reference.

Alberta Career Development and Employment, Career Information Services. So What's an Entrepreneur Anyway?, 1985. (Theme D) Student Reference.

Alberta Consumer and Corporate Affairs, Consumer Education and Information. Consumer Complaints: A Self-Help Handbook, 1985. (Theme E) Student Reference.

Alberta Consumer and Corporate Affairs, Consumer Education and Information. Moving Out, 1986. (Theme E) Student Resource and Teacher's Guide.

Alberta Education, Special Educational Services. Lifestyles, 1986. (Themes B, D and E) Teacher Reference.

Alberta Education, Special Educational Services. Job Search Information Guide, 1986. (Theme D) Teacher Reference.

Alberta Education, Special Educational Services. Self-Assessment, 1986. (Themes A and D) Student Reference.

Alberta Human Rights Commission. Protecting Human Rights, 1986. (Theme D) Teacher Reference.

Alberta Labour, Employment Standards Branch. Employment Standards, Regulations and Excerpts from the Employment Standards Act, 1985. (Theme D) Student Pamphlet.

Calgary Board of Education. Career Trends, 1985. Revised Edition. Starr, Donna. Calgary, Alberta. (Theme D) Student Reference.

Canadian Bankers' Association. More Than Money, 1984. (Theme E) Teacher Reference.

Canadian Cancer Society. Breast Self-Examination: B.S.E. (Theme B) Student Reference.

Canadian Cancer Society. The Most Important Minute in a Man's Life. (Theme B) Student Reference.

Canadian Cancer Society. The Pap Test, 1983. (Theme B) Student Reference.

Johnson, David W. Reaching Out: Interpersonal Effectiveness and Self-Actualization. (Third Edition.) 1986. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., (Themes A, B and C) Teacher Reference.

Minister of Supply and Services Canada, Health and Welfare Canada. Straight Facts About Drugs and Drug Abuse, 1983. (Theme B) Teacher Reference.

Schwarzrock, Shirley P. Contemporary Concerns of Youth, 1979. Circle Pines, Minnesota: American Guidance Service, Inc., Teacher's Manual and Blackline Masters. (Themes A, B, and C) Teacher Reference.

CORE NON-PRINT RESOURCES

ACCESS NETWORK. (Cat. No. 265201) Seventeen . . .Going on Nowhere, 1980. Paulistic Productions. 1/2" video. (Themes A and C)

ACCESS NETWORK. (Cat. No.223101). Something Borrowed, Something Blue, 1980. Alberta Consumer and Corporate Affairs. 1/2" videocassette. (Theme E)

ACCESS NETWORK. (Cat. No. 615601) Smoking Against Your Will. Harvest Media Productions Ltd. 1/2" or 3/4" videocassette. (Theme B)

Alberta Consumer and Corporate Affairs. Killing Us Softly, 1979. Kinetic Film Enterprises. 16mm. color film and 1/2" videocassette, (28 minutes). (Theme E)

Addiction Research Foundation, an Agency of the Province of Ontario. Toronto. 1/2" video. Me and My Friends and Our Booze, 1983. (30 minutes) (Themes A, B and C)

Alberta Career Development and Employment, Career Information Services. The Entrepreneur, 1985. Magic Lantern Film Distributors. 1/2" or 3/4" videocassette. (Theme D)

Alberta Career Development and Employment, Career Information Services. Making It Work, 1986. 1/2" or 3/4" videocassette. (Theme D)

Canadian Bankers' Association. More Than Money, 1984. 2 filmstrips, 2 audiocassettes. (Theme E)

OPTIONAL MODULE RESOURCES
Subject to final approval (May 1988)

MODULE 1: HUMAN SEXUALITY

Community and Occupational Health, Education Department. Sexually Transmitted Disease Teaching Outline and Resource Guide, 1986. Teacher Reference.

Meeks-Mitchell, Linda, and Philip Heit. Sexuality: A Responsible Approach, 1987. Student Edition and Teacher Edition. Charles E. Merrill Publishing. Student and Teacher Reference.

Wilson, Pamela, and Douglas Kirby. Sexuality Education: A Curriculum for Adolescents, 1984. Network Publications. Teacher Reference.

MODULE 2: DEALING WITH CRISES
(See Interim Teacher Resource Manual: Optional Modules)

MODULE 3: ENTREPRENEURSHIP

Jennings, William J. Entrepreneurship: A Primer for Canadians, 1985. Canadian Foundation for Economic Education. Student Reference.

MODULE 4: CONSUMER AND INVESTMENT CHOICES

Alberta Consumer and Corporate Affairs, Consumer Education and Information. Selected Tipsheets. Teacher Resource.

- Advertising Techniques and Guidelines
- Auto Repairs and Estimates
- Buying a House?
- Condominiums: A Housing and Lifestyle Alternative
- Common Marketplace Misconceptions
- Consumer Education and Information Services

- Consumer Complaints: Both Sides of the Coin
- Co-Signing Credit Contracts
- Credit Worthiness and Credit Reporting Agencies
- Door-to-Door Sales
- Food Shopping Skills
- Guarantees and Warranties
- How Marital Status Affects Credit
- Landlord and Tenant Act
- Legal Remedies of Credit Grantors
- Mail Order Buying
- Misleading Repair Estimates
- Mortgages
- Personal Services
- Purchasing Real Estate Outside Alberta
- Purchase Time-Sharing
- Responsible Credit Use
- Shop Around
- Used Car Buying

Alberta Consumer and Corporate Affairs, Consumer Education and Information. 2000 A.D. - A Guide to Financial Awareness, 1986. Student Resource.

Revenue Canada. Teaching Taxes. Minister of Supply and Services, 1985. Teacher Reference and Student Workbook.

MODULE 5: CULTURAL BRIDGES
(See Interim Teacher Resource Manual: Optional Modules)

CORRELATION OF RESOURCES TO CORE CURRICULUM

THEMES	SUB THEMES		
A. SELF-MANAGEMENT (9 hrs)	Reaching Out – Ch. 4, 7 Contemporary Concerns of Youth – Ch. 21, 22 *Seventeen ... Going on Nowhere*	Reaching Out – Ch. 5, 6, 8 Contemporary Concerns of Youth – Part 1 Self-Assessment – pp. 4-15 *Seventeen ... Going on Nowhere*	
B. WELL-BEING (9 hrs)	Lifestyles – pp. 1-9	Straight Facts About Drugs and Drug Abuse *Smoking Against Your Will*	Breast Self-Examination B.S.E. The Most Important Minute in a Man's Life The Pap Test *Me and My Friends and Our Booze*
C. RELATIONSHIPS (10 hrs)	Reaching Out – Ch. 1 Contemporary Concerns of Youth – Ch. 14 *Seventeen ... Going On Nowhere*	Reaching Out – Ch. 2, 3 Contemporary Concerns of Youth – Ch. 15-18, 20 *Seventeen ... Going On Nowhere*	Reaching Out – Ch. 8-12 Contemporary Concerns of Youth – Ch. 15-20 *Seventeen ... Going On Nowhere*
D. CAREERS AND THE WORLD OF WORK (11 hrs)	Self-Assessment – pp. 1-2 Career Trends – pp. 3-4	Lifestyle – Ch. 4 Job Search Information Guide – Ch. 3, 4 Self-Assessment – pp. 2-17 It's About Time – pp. 2-55 Job Seekers' Handbook – pp. 2-22 So You've Left School ... What Now? pp. 1-20 So What's an Entrepreneur Anyway? Career Trends – pp. 5-84, 85-309 *The Entrepreneur*	Job Search Information Guide – Ch. 3-9 It's About Time – pp. 56-60 Job Seekers' Handbook – pp. 10-25, 27-31 So You've Left School ... What Now? pp. 23-63 Employment Standards Protecting Human Rights *Making It Work*
E. INDEPENDENT LIVING (12 hrs)	Lifestyles – Ch. 4 Moving Out *Something Borrowed, Something Blue*	Moving Out Consumer Complaints More Than Money *Something Borrowed, Something Blue* *Killing Us Softly*	

Print Resource
Video

APPENDICES

RELATIONSHIP TO OTHER COURSES

The mandate for Career and Life Management as outlined in the *Secondary Education Review* Policy Statement (June 1985) includes topics which are addressed in other courses. The following courses have been reviewed in detail to identify any areas of potential overlap with the Career and Life Management Curriculum.

- Junior High Health and Personal Life Skills 7-8-9
- Personal Living Skills 10-20-30
- Occupations 10
- Basic Business 20-30
- Office Procedures 20-30
- Law 20
- Business Calculations 20
- Health and Personal Development 10
- Psychology 20

Topics and objectives have been identified which:

- introduce CALM
  (For more information on Junior High Health and Personal Life Skills 7-8-9 refer to the outline on page 64 which details the themes and sub-themes of the elementary and junior high health programs.)
- duplicate CALM
  - no difference in treatment
  - no difference in level of expectation for student achievement
- are complementary to CALM
  - presents broader perspective
  - provides more in-depth study
  - provides necessary time for student to practise the concept or skill
  - establishes a higher level of expectation

The following chart summarizes the degree to which the courses complement or duplicate the Career and Life Management Curriculum.

	CAREER AND LIFE MANAGEMENT				
	SELF-MANAGE-MENT	WELL-BEING	RELATION-SHIPS	WORLD OF WORK	INDEPEN-DENT LIVING
Junior High Health and Personal Life Skills 7-8-9	I	I	I	I	
Personal Living Skills 10-20-30	c	c	c		d
Occupations 10				D	
Basic Business 20-30			c	c	D
Office Procedures 20-30	c			c	
Law 20			c		
Business Calculations 20					c
Health and Personal Development 10	D	d	d		
Psychology 20	C		c		

C = Complementary - major portion
D = Duplicates - major portion
I = Introduction
c = complementary - minor portion
d = duplicates - minor portion

ALBERTA HEALTH AND PERSONAL LIFE SKILLS PROGRAMS[1]

Elementary Health – Implemented
Junior High Health and Personal Life Skills – Implemented
Career and Life Management – Implemented 1987-88 (Optional)

	Elementary: Health Grades 1-6	Junior High: Health and Personal Life Skills Grades 7-9	Senior High: Career and Life Management Grade 11
MAJOR THEMES	SUB-THEMES (Emphasis on sub-theme content varies across the six grades)	SUB-THEMES (Emphasis on each sub-theme varies across the three grades)	MAJOR THEMES and SUB-THEMES
I. Self-Awareness and Acceptance	A. Finding Yourself – self-worth B. Feelings – expressing feelings; dealing with feelings positively C. Personality – influences and characteristics D. Responsibility to the World – developing relationships, personal accountability, problem solving TIME: 20%	A. Self – e.g., self-awareness, self-concept, self-respect, body images, positive and negative treatment, stereotyping B. Feelings – e.g., recognizing and managing feelings, emotional health, suicide, flexible behaviours C. Decision Making – e.g., relationship between values, attitudes and behaviours, decision-making model, accepting responsibility	Theme A: Self-Management 1. Building Communication Skills 2. Building Self-Awareness – self-assessment, feeling, thinking 3. Choices and Challenges TIME: 9 hours
II. Relating to Others	A. Peers – consideration of others, friendships, personal interests and abilities, importance of self and others B. School – working with others, grown-ups TIME: 10%	A. Peers – e.g., friendship, influence of friends, parents, peer groups, dating B. School – e.g., study and homework C. Family – e.g., structure and function of families, relationships, life stages, influence of unexpected events	Theme C: Relationships 1. Understanding Relationships 2. Recognizing Commitments and Expectations 3. Developing, Maintaining and Enhancing Stable and Satisfying Relationships 4. Dealing with Grief and Loss 5. Choices and Challenges TIME: 10 hours
III. Life Careers	A. Self-Understanding – personal interests and abilities, relating to others B. Life Careers – the world of work, occupations and leisure pursuits, community, home and school trends C. Career Awareness Planning and Preparation - study habits, preparing for the next grade TIME: 20%	A. Career Awareness and Preparation – e.g., work-related values, leisure activities and volunteer work, time management, obtaining and keeping a job, career fields and occupational options and training requirements, changing nature of male/female roles B. Career Planning – e.g., school subjects and occupations, self-appraisal, individual characteristics, planning for high school	Theme D: Careers and the World of Work 1. Career Planning Process 2. Personal Career Plan 3. Establishing and Implementing A Career Plan 4. Choices and Challenges TIME: 11 hours

1. All of these health and personal life skills programs are mandatory for all students at the time of final implementation.

	Elementary: Health Grades 1-6	Junior High: Health and Personal Life Skills Grades 7-9	Senior High: Career and Life Management Grade 11
IV. Body Knowledge and Care	A. Body Development – body growth, body senses, parts of the body B. Nutrition – identification of nutritious foods, food requirements, and quantities C. Growing Up Healthy – fitness, rest, weight, strength, posture and appearance D. Diseases and Drugs – prevention and control, prescription and non-prescription drugs, harmful effects of drugs E. Safety and First Aid – safety practices, first aid F. Protecting People's Health – health and support services, consumer health, pollution, community activities, social costs TIME: 50%	A. Body Systems – e.g., human growth, interdependence and maintenance of body systems B. Nutrition – e.g., nutrition and needs during adolescence C. Physical Fitness – e.g., importance of being physically fit, implementing individual physical fitness programs D. Safety and Emergency Procedures – e.g., applying safety and emergency procedures (e.g., baby-sitting), causes, prevention and control of accidents, vehicle operation, hitchhiking E. Personal Wellness – e.g., illness wellness continuum, lifestyle and health, communicable and chronic diseases, pseudo cures, disability F. Drug Use and Abuse – e.g., definitions and information, risks, abuse, alternatives, laws, available services H. Health Care Products and Services – e.g., information sources, evaluation of products and services	Theme B: Well-Being 1. Nature of Well-Being and Healthy Lifestyle 2. Factors Affecting Personal Well-Being 3. Maintaining and Enhancing Personal Well-Being 4. Choices and Challenges TIME: 9 hours
			Theme E: Independent Living 1. Lifestyle Choices 2. Personal Financial Management - planning, financial institutions, consumer advocacy, credit, insurance 3. Choices and Challenges TIME: 12 hours
Time Allotment	60 minutes per week per grade recommended	50 hours at each grade level	Defined time: 51 hours Elective time: 11 hours
Date of Mandatory Implementation	September, 1984	September, 1987	September, 1988

DEPARTMENT OF EDUCATION POLICY
RE: CONTROVERSIAL ISSUES IN THE CLASSROOM

I. In principle, it is an objective of the Alberta educational system to develop students' capacities to think clearly, reason logically, examine all issues and reach sound judgments.

II. The specific policy, based on this principle, is:

1. Students in Alberta classrooms should not be ridiculed or embarrassed for positions which they hold on any issue, a requirement which calls for sensitivity on the part of teachers, students and other participants in dealing with such issues.

2. Students should have experiences in selecting and organizing information in order to draw intelligent conclusions from it. For sound judgments to be made, information regarding controversial issues should:

   a) represent alternative points of view,
   b) appropriately reflect the maturity, capabilities and educational needs of the students and reflect the requirements of the course as stated in the programs of studies,
   c) reflect the neighbourhood and community in which the school is located, but not to the exclusion of provincial, national and international contexts.

3. School trustees should establish, in consultation with appropriate interest groups, policies regarding:

   a) identification of controversial issues,
   b) treatment of such issues in local classrooms.

4. Students, teachers and administrative staff should have a voice in determining:

   a) the controversial issues to be studied,
   b) the texts and other materials to be used,
   c) the manner in which such issues are dealt with in the classroom.